

# Hunter-Kinard-Tyler High

7066 Norway Rd.  
Neeses, S.C.. 29107

**Grades** 7-12 Middle School

**Enrollment** 337 Students

**Principal** Titus Duren 803-263-4832

**Superintendent** Dr. Darrell Johnson 803-534-8081

**Board Chair** Mr. Aaron Rudd 803-534-8081

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	30	17

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

N/A

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Good	Yes
<b>2005</b>	Below Average	Good	N/A

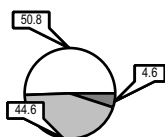
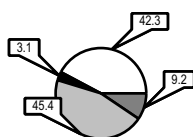
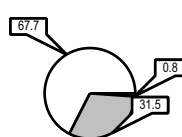
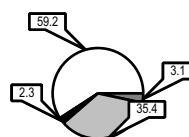
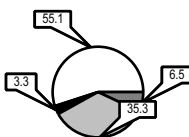
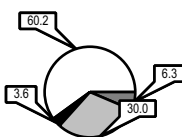
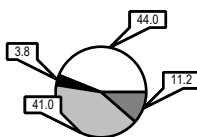
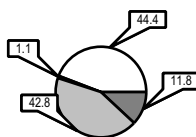
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	137	98.5	50.0	45.3	4.7	0.0	9.4		
<b>Gender</b>									
Male	75	98.7	48.6	45.7	5.7	0.0	11.4		
Female	62	98.4	51.7	44.8	3.4	0.0	6.9		
<b>Racial/Ethnic Group</b>									
White	24	91.7	47.4	47.4	5.3	0.0	5.3		
African American	112	100.0	50.9	44.4	4.6	0.0	9.3		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
<b>Disability Status</b>									
Not Disabled	118	98.3	47.3	47.3	5.4	0.0	9.8		
Disabled	19	100.0	68.8	31.3	0.0	0.0	6.3		
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	137	98.5	50.0	45.3	4.7	0.0	9.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	137	98.5	50.0	45.3	4.7	0.0	9.4		
<b>Socio-Economic Status</b>									
Subsidized meals	121	99.2	53.0	42.6	4.3	0.0	7.8		
Full-pay meals	15	93.3	23.1	69.2	7.7	0.0	23.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	137	98.5	41.4	46.1	9.4	3.1	21.1		
<b>Gender</b>									
Male	75	98.7	40.0	45.7	12.9	1.4	25.7		
Female	62	98.4	43.1	46.6	5.2	5.2	15.5		
<b>Racial/Ethnic Group</b>									
White	24	91.7	36.8	42.1	21.1	0.0	26.3		
African American	112	100.0	41.7	47.2	7.4	3.7	20.4		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
<b>Disability Status</b>									
Not Disabled	118	98.3	34.8	50.9	10.7	3.6	24.1		
Disabled	19	100.0	87.5	12.5	0.0	0.0	0.0		
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	137	98.5	41.4	46.1	9.4	3.1	21.1		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	137	98.5	41.4	46.1	9.4	3.1	21.1		
<b>Socio-Economic Status</b>									
Subsidized meals	121	99.2	43.5	47.0	7.0	2.6	17.4		
Full-pay meals	15	93.3	23.1	38.5	30.8	7.7	53.8		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	137	98.5	67.2	32.0	0.8	0.0	0.8
<b>Gender</b>							
Male	75	98.7	61.4	37.1	1.4	0.0	1.4
Female	62	98.4	74.1	25.9	0.0	0.0	0.0
<b>Racial/Ethnic Group</b>							
White	24	91.7	63.2	36.8	0.0	0.0	0.0
African American	112	100.0	67.6	31.5	0.9	0.0	0.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	118	98.3	63.4	35.7	0.9	0.0	0.9
Disabled	19	100.0	93.8	6.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	137	98.5	67.2	32.0	0.8	0.0	0.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	137	98.5	67.2	32.0	0.8	0.0	0.8
<b>Socio-Economic Status</b>							
Subsidized meals	121	99.2	71.3	27.8	0.9	0.0	0.9
Full-pay meals	15	93.3	30.8	69.2	0.0	0.0	0.0

<b>Social Studies</b>							
All Students	137	98.5	58.6	35.9	3.1	2.3	5.5
<b>Gender</b>							
Male	75	98.7	50.0	44.3	5.7	0.0	5.7
Female	62	98.4	69.0	25.9	0.0	5.2	5.2
<b>Racial/Ethnic Group</b>							
White	24	91.7	57.9	36.8	5.3	0.0	5.3
African American	112	100.0	58.3	36.1	2.8	2.8	5.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	118	98.3	53.6	40.2	3.6	2.7	6.3
Disabled	19	100.0	93.8	6.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	137	98.5	58.6	35.9	3.1	2.3	5.5
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	137	98.5	58.6	35.9	3.1	2.3	5.5
<b>Socio-Economic Status</b>							
Subsidized meals	121	99.2	61.7	35.7	1.7	0.9	2.6
Full-pay meals	15	93.3	30.8	38.5	15.4	15.4	30.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	62	100.0	49.2	41.0	8.2	1.6	9.8
	8	41	100.0	29.3	65.9	4.9	N/A	4.9
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	73	98.6	52.2	44.9	2.9	0.0	2.9
	8	64	98.4	47.5	45.8	6.8	0.0	6.8
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	62	100.0	36.1	55.7	4.9	3.3	8.2
	8	41	100.0	19.5	56.1	19.5	4.9	24.4
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	73	98.6	49.3	43.5	4.3	2.9	7.2
	8	64	98.4	32.2	49.2	15.3	3.4	18.6
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	73	98.6	62.3	37.7	0.0	0.0	0.0
	8	64	98.4	72.9	25.4	1.7	0.0	1.7
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	73	98.6	62.3	29.0	5.8	2.9	8.7
	8	64	98.4	54.2	44.1	0.0	1.7	1.7

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 337)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	2.9%	Up from 0.0%	9.3%	15.5%
Retention rate	10.5%	Up from 6.1%	5.1%	3.0%
Attendance rate	97.0%	Down from 97.4%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.1%	Up from 7.8%	7.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	12.6%	Up from 7.8%	7.5%	4.6%
Eligible for gifted and talented	4.3%	Up from 2.1%	7.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.3%	Down from 18.0%	15.3%	13.6%
Older than usual for grade	12.5%	Up from 8.9%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.8%	1.3%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 33)</b>				
Teachers with advanced degrees	72.7%	Up from 65.5%	50.0%	51.8%
Continuing contract teachers	87.9%	Up from 79.3%	66.7%	78.1%
Highly qualified teachers	85.2%	Up from 83.3%	89.4%	89.6%
Teachers with emergency or provisional certificates	6.7%	Up from 3.8%	9.5%	6.0%
Teachers returning from previous year	77.0%	Down from 79.7%	78.8%	85.4%
Teacher attendance rate	97.3%	Up from 95.7%	94.7%	94.9%
Average teacher salary	\$43,632	Up 1.3%	\$40,069	\$41,328
Prof. development days/teacher	20.1 days	Up from 11.2 days	10.9 days	11.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 17.6 to 1	18.6 to 1	21.3 to 1
Prime instructional time	88.8%	Down from 91.3%	87.8%	89.3%
Dollars spent per pupil*	\$10,598	Down 5.5%	\$6,883	\$6,022
Percent of expenditures for teacher salaries*	50.8%	Up from 43.7%	59.0%	61.7%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	71.9%	Down from 83.9%	93.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hunter-Kinard-Tyler High School strives to prepare students to become successful, productive citizens in a global society and to reach their fullest potential by providing a broad and flexible curriculum that incorporates technical experiences in a safe and orderly environment. We believe, also, that diversity contributes to an enriched society. The H-K-T staff encourages students to reach their fullest potential by providing a sound, challenging, and researched-based instructional program. Instruction is data- and standards-driven. Various teaching strategies and resources such as curriculum maps, NovaNet, Plato, and the NCS Mentor are used to enhance student learning. The library collection has been increased by over 5,000 books, and the Accelerated Reading Program continues to foster an appreciation and improvement of reading. In addition, Accelerated Math continues to play a vital role in strengthening the students' math skills. This is the second year that Kaplan has been utilized to increase students' SAT and ACT results and the number of LIFE Scholars.

In keeping with H-K-T's motto, "Promoting excellence," we believe that all individuals can learn and that learning is a lifelong process. This year Hunter-Kinard-Tyler met AYP; earned the Palmetto Gold Award; improved on standardized test results; utilized technology resources; provided job-shadowing experiences, career development opportunities, new course offerings, and extracurricular activities. Our athletes performed very well in the classroom and on the courts and playing fields this year. Both the girls' and boys' basketball teams won the State championship.

Parents, community members, and volunteers are vital to our school and are involved with academic as well as extracurricular activities. A school newsletter is distributed monthly to keep them informed. At parent night we recognized parents for their support and provided workshops for parents and students. H-K-T also hosted our second annual Trojan Appreciation Day to thank everyone for supporting our school. All of the events were well attended.

Parents, teachers, students and the community have an important role in education. Together, we can educate successful, productive members of society. We must work together because all people have value and can make worthwhile contributions. We look forward to our continued partnerships at Hunter-Kinard-Tyler High School where we are "Promoting Excellence."

Titus Duren, Principal  
William Ray, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	25	51	45
Percent satisfied with learning environment	80.0%	51.0%	78.6%
Percent satisfied with social and physical environment	87.5%	56.9%	72.1%
Percent satisfied with school-home relations	56.5%	80.4%	68.2%

\*Only students at the highest middle school grade level at this school and their parents were included.